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| **Teacher: Brittany Baldwin, Anna Potts, Michelle Lee** | | **Grade: 2nd** | | | **Date(s)**: September 5, 2012 (Day 3) |
| **Unit Title: A Story to Share** | | | **Corresponding Unit Task: Task 2: T-Chart** | | |
| **Essential Question(s):**   * How does asking and answering questions help me to understand key ideas and details while I read? * How do good writers tell the story of someone else’s life? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Jesse Owens Passage**  **Crayons/Markers**  **Chart paper**  **Vocabulary Cards** | | | | **biography-** an account of a person’s life written by another person  **character** - one of the people (or animals) in a story  **character traits -** various aspects of the character such as physical appearance; personality; speech, behavior/actions; thoughts and/or feelings; interactions with other characters  **Story Vocabulary Words**  Sickly, commonly, sharecroppers, interest, shaky, synonymous | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice   X Independent | **Reading**  **Standards:**  **RL.2.3**. Describe how characters in a story respond to major events and challenges.  **I Can Statement(s):**   * I can describe how characters in a story respond to challenges.   **Instructional Plan:**   * Introduce story vocabulary by using vocabulary squares. * Vocabulary word will go in center box, together we will complete synonyms, antonyms, definition. * Students will demonstrate understanding of content vocabulary by completing the last square (sentence). * Review the definition of biography and explain to students how we will be reading about the true events in the life of a real person. * Teacher will begin reading the passage aloud while students follow along on their own copy. * Students will use high lighters to high light events and challenges in Jesse Owens’ life. * Independently, students will create a T-Chart about events/challenges and the character’s response.   [**http://www.teachervision.fen.com/tv/printables/TCR/1576901009\_187.pdf**](http://www.teachervision.fen.com/tv/printables/TCR/1576901009_187.pdf) | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice * Independent | **Writing**  **Standards:**  **W.2.1** Write opinion pieces in which they introduced the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section.  **I Can Statement(s):**   * I can give reasons why I have an opinion.   **Instructional Plan:**   * Explain to students that even though their opinions are how they think and feel, good, logical opinions can be supported by details. * Discuss with the class your own opinion about how you feel about Helen Keller, ask students do they agree or disagree. Explain that most of us agree because we used text evidence. * Explain to students that it is okay to disagree and discuss how we can appropriately and respectfully disagree with each other. * Teacher will ask students their opinion of Jesse Owens. We will take a class vote and chose one word that we feel best describes him. * Teacher will model writing a paragraph about Jesse Owens using evidence from the text. | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **L.2.4a.** Use sentence-level context as a clue to the meaning of a word or phrase.  RF 2.3b Know and Apply vowel teams.  **I Can Statement(s):**   * I can spell words using the vowel team ai and ay.   **Instructional Plan:**   * Introduce and model spelling aerobics using one of the spelling words. * When spelling a word they reach their hands over their head for a tall letter that when written extends above the line: (b, d, f, h, k, l, t), put hands on hips for middle letters written in between the lines: (a, c, e, i, m, n, o, r, s, u, v, w, x, z), and stretch toward their toes for letters that fall below the lines when written: (g, j, p, q, y). * As students are doing the movements they should also be spelling the word aloud. | | | | |
| **Gradual Release of Responsibility:**   * Modeled   X Shared  X Guided Practice   * Independent | **Speaking & Listening**  **Standards:**  **SL.2.1.** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.  **I Can Statement(s):**   * I can discuss texts in small and large groups.   **Instructional Plan:**  **\***See writing plans above | | | | |
| **Closing/Summarizing Strategy** | Students will turn to their partner and explain one event or challenge in their life that they overcame. They will talk to their partner about how they responded and how they are characters in the story of their life. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students can transfer the information from their T-Chart into a paragraph using correct conventions. | | Teacher will complete some sections of the T-Chart, allowing students the opportunity to complete the remaining sections. | | | Modify rubric according to student need. Give students sentence starters to complete their T-Chart. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Students will be assessed on their Task 2 Events and Challenges Sort. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*